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ABSTRACT

The practical side of a program evaluation as performed at a Texas Education Service Center supporting and serving 50 school districts of 14 counties in South Texas is described. The role of the evaluators as perceived by the users of the evaluation and the procedures for evaluating programs several levels away from students who are to feel the effects of the evaluation are discussed. Appendices include a copy of the Program Objectives Checklist used in the evaluation, a sample evaluation plan, a chart illustrating the various levels of evaluation and common methods of gathering data, and a copy of a form used for compiling evaluation data. (Author/LH)

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PRACTICAL PROGRAM EVALUATION

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Practical Program Evaluation

Paul Casper

Program evaluation, as accomplished by Texas Education Service Center, Region 20 (ESC-20), is an integral part of the program planning process. Procedures are built into each program to collect, analyze, and report information to indicate progress toward the program's objectives and to assist in making rational decisions about the program.

Basic to program evaluation at ESC-20 is the concept that evaluation is of no value unless the results are used. The exact proportion is not known, but probably as much as half of our time is devoted to identifying audiences for findings, putting the results into usable form, selling the product to decision makers, and follow-up actions relating to using evaluation data. At least this side of evaluation seems to be the most difficult. The reason is simply that in evaluating a program most of the decisions are made by the evaluator. In using evaluation data, the decisions are made by the program staff.

This paper attempts to describe and illustrate the practical side of a program evaluation as performed at a service center supporting and serving fifty (50) school districts of fourteen (14) counties in South Texas. It will show the role of the evaluators as perceived by the users of evaluation, and the procedures for evaluating programs several levels away from the students who are supposed to benefit from the programs.

Organizational Structure

The Texas Service Centers were established by the Texas legislature in 1965 to provide programs and services to all public and private elementary and secondary schools needing or subscribing to these services. ESC-20 consists of over

two-hundred (200) full-time employees devoted to this effort. The purpose of the Center is to support the local educational agencies (LEAs) through cooperative programs, and facilitating positive change in programs to improve the overall quality of education in Region 20.

Evaluation Services is a component within the Executive Service Division of ESC-20. The Coordinator of Evaluation Services reports directly to the Executive Director. Evaluation Services is specifically responsible for conducting evaluation for educational programs and services provided by the Center. Currently, this involves approximately fifty (50) separate programs. Structurally, this places the evaluation component somewhere between the strictly "external" evaluator and "internal" evaluator. ESC-20 evaluation is not part of the program but it is close enough to know the program in detail. ESC-20 evaluation is not an outside agency but is remote enough to maintain objectivity when assessing the programs' success or failure. It should be clarified that technical service is provided to the school district but <u>their</u> programs are not evaluated by ESC-20. Evaluation Service evaluates the ESC-20 programs which serve and support the school districts.

<u>Roles of Evaluation</u>

After evaluating programs for over two years in ESC-20, the evaluation component conducted a self-study to assess its effectiveness in the eyes of the program staff. Of the seventy-nine (79) professional staff managing programs as directors, coordinators, project managers or consultants, sixty-four (64) responded to the self-study questionnaire. The program staff members were asked to rank in order of importance six services provided by Evaluation Services and then rate the value of the service on a one to five scale. Table 1 lists the services in order of importance as viewed by the project staff.

Table I

Evaluation Services Ranked by Importance
and Usefulness by Client

Service or Role	Rank	
	By Importance	By Usefulness
Assessing the accomplishment of project objectives	1	1
Assistance with developing objectives	2	3
Assistance in formulating recommendations to improve programs	3	4
Needs Assessment	4	6
Workshop evaluations	5	2
Sounding Board for Ideas and/ or a Source of Ideas	6	5

The information represented by Table I helps to explain the role of evaluation at ESC-20. It is important to understand that most, if not all, of the program staff are involved in proposal writing at this Center. The identification of educational needs is essential to developing new proposals. Frequently, ideas germinate from only a "felt need," which necessitates an assessment of needs to justify or prove the case for the proposal. Evaluation provides minimal assistance in this area. When requested, assistance is given in designing data gathering instruments and in summarizing the results. However, proving a need for a program is fundamentally a proposal writer's task which sometimes requires considerable effort. Understandably, they would prefer to have someone else provide this step of the proposal. If Evaluation Services assumed this function for all proposals it would seriously detract from the evaluation effort. So it is understandable that "needs assessment" as a service ranks higher in importance to the program staff and last as a useful service.

"Assistance with developing objectives" is also a task in proposal development. But the importance of objectives in evaluation requires significant emphasis during this phase of the process. An evaluator reviews all new objectives for clarity, significance, and measurability. The latter point is entirely the responsibility of Evaluation Services. The ranking of this service as second in importance and third in usefulness is predictable. Evaluation Services also prepares the proposal's evaluation plan, although this was not listed as a separate service.

Programs at ESC-20 are evaluated by objectives. Some programs do not have clear, formalized objectives. In these cases the programs are evaluated in the sense of their demonstrated accomplishments or inferred objectives. However, these are the exceptions. Nearly all programs contain objectives that have been previously screened by an evaluator for appropriateness and measurability. In some cases, the project staffs have included as objectives what evaluation would consider as activities or low priority objectives. Therefore, some prioritizing of objectives is required before allocating evaluation resources. Objectives are then assessed in terms of the measurability statement contained in the objectives. The fact that clients rate this service as the most important as well as most useful demonstrates that this is a predominate role.

The role evaluation would most prefer clients to rank first is, "Assistance in formulating recommendations to improve program." Although it is in a respectable third place, evaluators like to see the fruits of their effort put to practical use. This role is discussed further under the heading of "using evaluation data."

The role of evaluating workshops is a supporting function to that of assessing the objective accomplishment and was apparently viewed in this light by the program staff. It was listed separately because most of the participant training is done through workshops and constitutes a major effort for evaluation. The clients of evaluation, therefore, seem to rate its value to them at a reasonably high level (2nd), even though the relative importance is 5th .

Last in importance to project staff is evaluation's role as a "sounding board for ideas." The extent this role is applicable depends upon the individual relationships between evaluators and program staff. It is an informal interaction and the effectiveness of it may or may not be fully realized by either party. The low rating of this role may indicate that evaluation should make a greater effort to gain the respect and trust of the program staff.

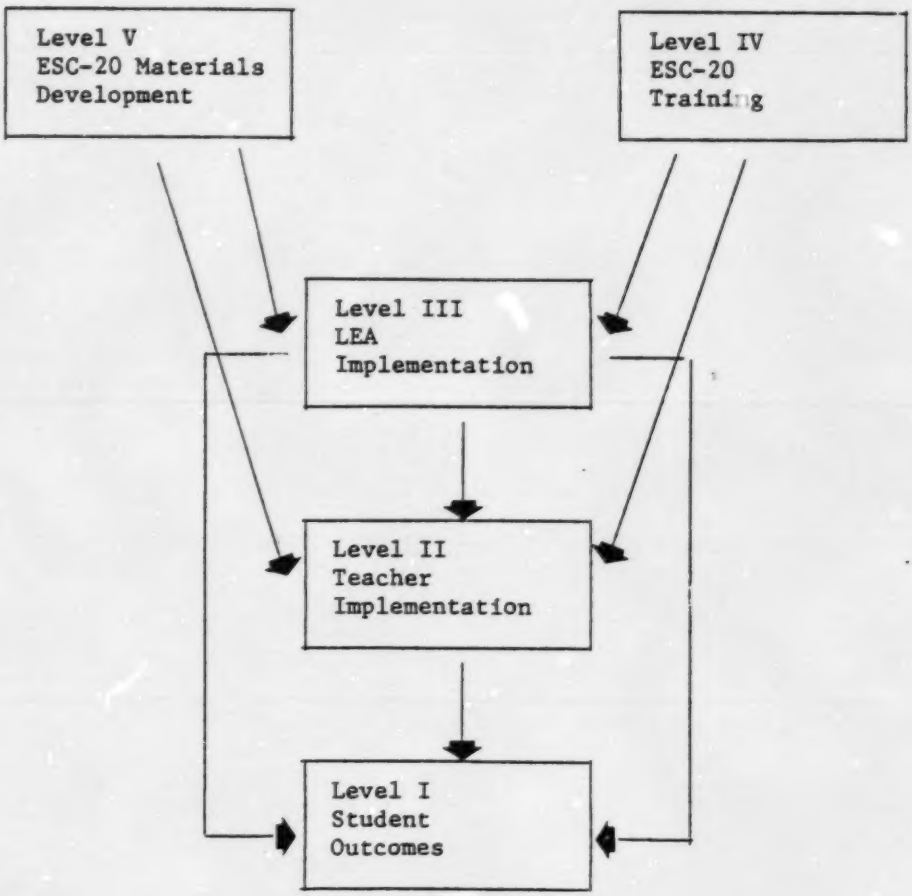
Levels of Evaluation

The first question evaluation asks about a program is: What is the program supposed to accomplish? Most educational programs are designed to improve the student in some way. Therefore, the most direct method of evaluating a program is to measure its effect upon the child. There are a number of reasons why this is not always feasible so other methods may have to be substituted. If they are, it is important to continue to think in terms of "how is this helping the kids?" Programs sponsored at ESC-20 are in most cases "support programs," that is a program not intended to directly teach students. They usually support the school districts by providing teacher training and materials which may have an indirect effect upon students of the district. A few programs are targeted to have direct impact on the student, and evaluation is planned to measure this possible effect.

Because the effects of ESC-20 programs extend to several levels of hierarchical order, the levels are identified for convenience in evaluation planning and design. The chart below illustrates the levels of evaluation as discussed in this paper.

LEVELS OF EVALUATION

(Lines indicate flow of application)



- Level I Student Outcomes. Objectives written at this level call for some improvement, achievement, or performance on the part of the student and will, of course, be measured at this level. Except for programs in which it is obviously inappropriate, at least one objective at this level is desired for all programs.
- Level II Teacher Implementation. As most ESC-20 programs are aimed at the teacher either to provide know-how training or initiate an innovative instructional technique, this level is evaluated on the basis of teacher implementation. How well and how effective is the program implemented?
- Level III LEA. Program implementation at the local level, not involved directly with the students, is considered at the local education agency (LEA) level. These type programs may be targeted to the principals, counselors, food service personnel, or other administrative types.
- Level IV ESC-20 Training. This level pertains to training and educational activities by ESC-20 staff. This includes workshops, consultive assistance, and inservice training conducted under the direction of Center consultants. It will also include information dissemination.
- Level V ESC-20 Materials. Also at Center level, this concerns the development of materials, kits, modules, as well as the revision of such materials. Tangible products result from objectives evaluated at this level.

The significance of identifying the various levels is the focus it gives to the purpose of the objective and the clarity that results for planning evaluation of the objective. The greater the distance from Level I, the less the evaluation will tell of the effect the program has upon the students. A copy of an objective checklist used at ESC-20 for the review and comment on objectives is attached as Appendix A.

The Evaluation Plan

The evaluation plan stated in a proposal is considered as a prototype plan and is usually referred to as the "evaluation section." The formal evaluation plan for a program is developed after the proposal has been approved by the funding authority which usually involves negotiated changes. The final plan is worked out cooperatively with the program staff and is signed by individuals involved. An example of an evaluation plan is attached as Appendix B.

As previously mentioned, most evaluation measures accomplishment of objectives against criteria. Evaluation questions are based upon objectives. Answers to the evaluation questions should determine the extent of objective accomplishment. In some cases, evaluation questions are included which were derived from program activities and seemingly have no reference to the objective. Usually, these are included at the request of the program staff who desire additional information. The data collection scheme, of course, supports the questions to be answered. The analysis explains how the data is treated and used. It may also include the statistical measures and levels of significance when appropriate. Other parts of the plan are for general information and not as essential as the four column formated plan (see sample at Appendix B).

Data Collection

Without data, there is nothing to evaluate. With inaccurate or incomplete data, the wrong conclusions may be made. Data collecting methods used at ESC-20 are probably the same as those used elsewhere. Evaluators desire to obtain data from at least two sources whenever feasible. For example, to determine the effectiveness of a workshop, the evaluator may examine workshop evaluation forms completed by the participants as well as conducting random interviews with a sample of the participants. Technical assistance rating forms may be mailed to persons receiving assistance which could then

be followed by telephone interviews with the individuals to provide back-up data.

The most effective technique used by ESC-20 evaluators to measure program implementation is one developed by the Research and Development Center for Teacher Education at the University of Texas at Austin (Hall and Loucks, 1977). It is known as Levels of Use of Innovation (LoU). The technique involves interviews with teachers or other participants of programs to determine the level and extent they are implementing the program. After two years of use, the project and evaluation staffs at ESC-20 are in agreement that the data is superior to that provided through surveys and questionnaires. More significantly, it provides definitive information about a program that permits program staff to modify or improve their program. In one case, considerable expense and effort over a period of two years had been made instructing teachers in an innovative program. All previous indications were that the program was going well. LoU interviews revealed that teachers were not implementing the program primarily because of administrative burdens required by the program (Andrews and Perez, 1980). Without correcting these faults in the program, it would have failed completely.

Appendix C is a summary of data collecting methods used for the various levels of evaluation.

Using Evaluation Data

Everyone agrees that if evaluation data is not used, a lot of high priced people are wasting their time. Much has been writtin on why evaluation findings are not used (Patton, 1978; Alkins, and Daillak, 1978). A random list of reasons include:

1. Failing to identify the decision makers.
2. Not sufficiently convincing.

3. Not helpful in suggesting program revisions.
4. Fails to accurately assess programs
5. Results are irrelevant
6. Not as important as political issues
7. Results not communicated in a way they can be used.
8. Lateness of the report
9. Methodology questioned
10. The positive or negative nature of the findings.

And the list goes on. In the real world, 99% of the problem involves personalities and human nature. It is natural that a normal person wants to succeed; he desires respect and admiration from his boss and fellow workers. A person in charge of a program would like for it to succeed because of the influence he has contributed. If evaluation threatens this natural feeling, he resents it and will resist evaluation. If this person views evaluation as an ally, an aid, or a tool which might help his program, he will be less resistant. The term "less resistant" is used because he will still not want evaluation to get too much of the credit for his successful program. So either way, evaluation must walk a tight rope.

ESC-20 evaluators do not have all of the answers but some of the guiding precepts are:

- Evaluate programs objectively. Tell it like it is, but avoid being all negative or all positive. Credibility is at stake.
- Know the program. Know it as well as the project staff if possible. See it in operation, do not be desk bound.
- Evaluate the program not the people. Keep evaluation from being a personal issue.
- Understand the program staff. Know if they are insecure. It will not change your findings, only how it can best be presented.

- Collaborate with program staff when arriving at conclusions or recommendations. Data is more apt to be used if project staff arrives at the appropriate course of action.
- Interact with staff frequently. Spend as much time as possible in productive interaction with program staff. This cannot be over emphasized.

A number of other techniques may have to be discovered for different settings. It may be found that friendly persistence will eventually lead to good utilization of evaluation. Matching personalities is a necessary measure in many cases. One evaluator may have no success with one program but do great with another.

The standard procedure used at ESC-20 for working with program staffs is through the use of a very simple form called, "Using Evaluation Data". (a copy is attached as Annex D). It is used as a vehicle for summarizing evaluation findings in order to discuss them with the staff. The "action" column is worked out jointly and made a matter of record. This form then becomes part of the formal report.

A discussion of reporting is not included as part of this paper simply because there are too many ways and formats to be adequately addressed here. Suffice to say that oral and written, interim and final, formative and summative type reports are used.

Evaluating Evaluation

This paper is an attempt to outline the evaluation practices at ESC-20. The evaluation staff believes that most evaluation conducted of our programs is valid, effective, and worthwhile. All of us realize that we have a long way to go in achieving our evaluation goals. However, because this subject

is on the practical side of evaluation, the reader has the right to have a practical appraisal of our methods. Earlier, an evaluation self study was mentioned in which 64 project directors and professional staff commented about evaluation. Some of the more frequently repeated remarks are quoted here. Action within the evaluation component has already been taken to use most of these suggestions.

Statement *The most important thing we ought to change about the way the programs are evaluated is:*

"Investigate how to measure our project impact on students."

"Bring consultants into verbal interaction during project evaluation."

"Some evaluators need to get out and attend the workshops they evaluate."

"Review information sooner after each phase of the project to allow for modifications and improvements."

"Project people and evaluator cooperatively develop all evaluation instruments and make decisions about aspects of programs to be evaluated."

"Develop more of a content oriented workshop evaluation form. I would like to see consultant and evaluator re-strategize as programs develop."

"Evaluators understanding people they are evaluating and the constraints under which their services are delivered."

Statement *The major problems I've experienced in working with Evaluation Services are:*

"Evaluation does not seem to be field oriented. They do not seem to want to go into classrooms to test students."

"Evaluation forms are too difficult for the average teacher. Simplify the forms!"

"Personalities seem to get in the way of working relations, although this is improving."

"None - evaluation personnel have all been facilitative."

"Total lack of understanding of my problems."

"Difficulty in obtaining a focus on those areas we most wanted evaluated."

"Obtaining needs assessment data for writing new proposals."

Statement *The major benefits I have observed from the evaluation of my project are:*

"It provides beaucoup opportunities to make internal adjustments to achieve a better product."

"The feedback of factors to make a better picture of what really happened."

"The opportunity to restructure program on evaluative evidence."

"Program effectiveness is established."

"Indepth statistics to assist me with end-of-project reports to TEA."

"Hard data is available to use in decision making."

"My personal growth in the technology of evaluation."

"Exchange of ideas on ways to improve objectives and projects."

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Hall, G. E. and Loucks, S. F. A developmental model for determining whether the treatment is actually implemented. American Educational Research Journal, 1977, 14 (3), 263-276.

Patton, M. Q. Utilization focused evaluation. Beverly Hills, California: Sage, 1978.

APPENDIX A

- Program Objectives Checklist

PROGRAM OBJECTIVES CHECKLIST

PURPOSE: To document Evaluation Services' suggestions on clarity, significance, and measurability. The degree statement is the responsibility of Evaluation Services. The relationship of objectives to ESC-20 goals and regional needs is the responsibility of Planning & Development.

Program _____ Reviewed by _____ Date _____

Objective No. _____ Level _____

1. Clear: _____
   Enables different readers to picture same intent; simple sentences; not ambiguous
2. Significant: _____
   Of genuine worth; tangible results; appears to relate to Center goals
3. Measurable:
   a. Audience: _____
   b. Behavior: _____
   c. Conditions: _____
   d. Degree: _____

Objective No. _____ Level _____

1. Clear: _____
   Enables different readers to picture same intent; simple sentences; not ambiguous
2. Significant: _____
   Of genuine worth; tangible results; appears to relate to Center goals
3. Measurable:
   a. Audience: _____
   b. Behavior: _____
   c. Conditions: _____
   d. Degree: _____

Objective No. _____ Level _____

1. Clear: _____
   Enables different readers to picture same intent; simple sentences; not ambiguous
2. Significant: _____
   Of genuine worth; tangible results; appears to relate to Center goals
3. Measurable:
   a. Audience: _____
   b. Behavior: _____
   c. Conditions: _____
   d. Degree: _____

DISTRIBUTION: White copy: Program Staff Yellow copy: Consultant for Planning & Development Pink copy: Evaluation Services

APPENDIX B

- Sample Evaluation Plan

EVALUATION PLAN

1979-80

Inservice Training in Nutrition Education

Evaluator
Paul Casper

Document Number: 79:109

Fund:

Approved _____
Alan L. Roecks, Ph.D.
Coordinator, Evaluation Services

The activity which is the subject of this report was supported in part by the Department of Agriculture through TEA. The opinions expressed herein do not necessarily reflect the position or policy of the Department of Agriculture.

The purpose of the sign-offs on this page is to insure the divisional director that his coordinator, project managers, and consultants are involved in and approve of this Evaluation Plan and are committed to use the information collected in making relevant instructional decisions as documented by the Using Evaluation Data Form.

It is also understood that Evaluation Services will bear all costs associated with this Evaluation Plan.

PARTICIPATION OF PROJECT STAFF

I have been involved in developing this Evaluation Plan for the Inservice Training in Nutrition Education Program. I have been given the opportunity to express my concerns and priorities with respect to the evaluation questions, the methods proposed to collect the data, the responsibilities assigned for collecting the data, and the analytic approach. I agree the plan is appropriate and will assist in its execution. I realize the importance of allocating sufficient time for interpretation of evaluation results and will provide sufficient time and opportunity for them to occur.

_____

Director, Administrative Services (Roberto Zamora, Ph.D.)

_____

Project Manager, Sharon Turner

PARTICIPATION OF EVALUATION STAFF

I agree the plan is appropriate and will assist in its execution. I will assist project staff in using the information collected to make future decisions about the project.

_____

Evaluator (Paul Casper)

PROGRAM STAFF

The Inservice Training in the Nutrition Education Program is a project of the Administrative Services Division of ESC-20. The following persons in Education Service Center, Region 20, are responsible for the program

Dr. Roberto Zamora	Director, Administrative Services
Sharon Turner	Project Manager

A project consultant and a secretary are also scheduled to serve on the staff of this project.

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PROGRAM SUMMARY

The Inservice Training in Nutrition Education Project is designed to increase the amount and quality of nutrition education available to students of Region 20. Most teachers and food service personnel have not had adequate training in the fundamentals of nutrition or on how to motivate children to practice sound eating habits. This project is intended to address this need through a series of inservice workshops for the teachers and food service personnel. Twenty sessions are planned for teachers, and ten are planned for food service workers. The sessions will be scheduled at locations in the region most accessible to the largest number of participants. Teachers will develop lesson plans, student learner outcomes, and campus coordination plans with the guidance of the project staff. The project participants will be expected to make a commitment to implement nutrition education in their classrooms.

EVALUATION PERSPECTIVE

The first phase of the project is the development of the inservice training program which will be evaluated as a product. The inservice objectives will be analyzed for completeness, measurability, and appropriateness for the program. The lesson plans will be reviewed for usefulness toward objective accomplishment.

The second phase consists of the inservice training which will be evaluated as a process. The training sessions will be evaluated as to their effectiveness in motivating and informing the participants and to the extent the teachers commit themselves to implement the program in their classrooms. Interim reports will be provided the project staff throughout the training for possible improvement or modifications as necessary.

EVALUATION PLAN

PROGRAM OBJECTIVE	EVALUATION QUESTIONS	DATA COLLECTION INSTRUMENT/SAMPLE/DATE PERSON RESPONSIBLE	ANALYSIS
Objective 1.0 Between October 1, 1979, and January 2, 1980, the project staff will design and develop an inservice training program in basic nutrition concepts for 900 instructional personnel (grades K-12) and food service personnel in the Region 20 area. Accomplishment of this objective will be evidenced by: (1) a list of prioritized student outcomes determined in regional meetings for parents and school personnel; (2) learner objectives in basic nutrition concepts using the Food for Thought curriculum and other selected nutrition education materials for instructional personnel at primary, intermediate, junior and senior high levels, and food service personnel; (3) agendas for at least thirty inservice training sessions for thirty persons each: ten sessions for primary and intermediate teachers, ten sessions for junior and senior high teachers, and ten sessions for food service personnel.	1a. Was a prioritized list of student outcomes developed as a result of meetings with parents and school personnel? 1b. Were the learner objectives for the inservice training appropriate for the prioritized list of student outcomes? 1c. Were the learner objectives for the inservice training complete and measurable in that they were specific and contained information for audience, behavior, condition, and degree? 1d. Were the objectives and lesson plans appropriate for the different type participants in the inservice training (teachers-food service personnel)?	Instrument: List of Student Outcomes, objectives, lesson plans, and other project records. sample: Not applicable Date: Between October 1, 1979 and January 2, 1980 Person: Project evaluator	The evaluator will review the list of prioritized student outcomes to determine if it is representative of information provided by parents, teachers and nutrition authorities. The inservice learner objectives will be reviewed to determine: (1) if they are related to the eventual achievement of the prioritized student outcomes, (2) if they are measurable and complete, and (3) if they are appropriate for the participating audience.

EVALUATION PLAN

PROGRAM OBJECTIVE	EVALUATION QUESTIONS	DATA COLLECTION INSTRUMENT/SAMPLE/DATE PERSON RESPONSIBLE	ANALYSIS
Objective 2.0 Between January 2, 1980, and August 31, 1980, 900 instructional personnel and food service personnel, with training by project staff, will acquire the skills and knowledge necessary to implement a cooperative nutrition education program in the school. Accomplishment of this objective will be evidenced by (a) participants' (1) lists of student learner outcomes to be accomplished at each grade level; (2) plans for coordinating the school food service program with the instructional program in each school in order to train students in good nutritional habits; (3) lesson plans for using selected nutrition curriculum; and by (b) documentation of school personnel in attendance and workshop evaluation forms indicating that 80% of the participants acquired skills and knowledge necessary to implement a nutrition education program in the school.	2a. How many inservice training sessions were conducted? 2b. How many and what type participants attended the training sessions? 2c. Were feasible plans developed for coordinating the food service program with the instructional program at each school represented? 2d. What percentage of the participants indicated they acquired skills and knowledge necessary to implement a nutrition education program at their schools? 2e. What schools and teachers of grades 4, 5, and 6 were identified for possible participation in the nutrition education evaluation project scheduled to follow the inservice program?	Instrument: Project records and the Workshop Evaluation Form (WEF). Sample: Training session participants Date: Between January 2, and 1980 Person: Project Evaluator	The project evaluator will determine from project records and by personal observation the number and type classes held and the number of participants. The evaluator will note the plan for coordinating the program between the food service personnel and the teachers. The evaluator will analyze and report back to the project staff the results of the Workshop Evaluation Forms as completed by the participants. At least one workshop of each of the three types presented will be attended by the evaluator. Informal questions will be ask of the participants to suppliment comments on the WEFs.

EVALUATION PLAN

PROGRAM OBJECTIVE	EVALUATION QUESTIONS	DATA COLLECTION INSTRUMENT/SAMPLE/DATE PERSON RESPONSIBLE	ANALYSIS
Objective 3.0 Between August 31, 1980, and September 30, 1980, at a planning workshop, project participants will make a commitment to implement the nutrition education program and to participate in the Nutrtion Education Inservice Evaluation program. Accomplishment of this objective will be evidenced by the commitment forms of the participants on file at ESC-20.	3a. Which of the participants agreed to implement the nutrition programs as prepared during the inservice sessions? 3b. Is this a reasonable percentage of the teachers trained?	Instrument: Project records and commitment forms Sample: Participating teachers Date: By April 30, 1980 Person: Project Evaluator	The evaluator will assist in identifying those teachers of 4th, 5th, and 6th grades who will be participating in the evaluation of the nutrition inservice training programs during the 1980-81 school year. The evaluator will provide information and guidance to the teacher participants about the evaluation phase of the program. Eighty percent of the total teachers trained should be willing to indicate they will be teaching nutrition to their students.

SUPPLEMENT TO EVALUATION PLAN

PROGRAM OBJECTIVE	EVALUATION QUESTIONS	DATA COLLECTION INSTRUMENT/SAMPLE/DATE PERSON RESPONSIBLE	ANALYSIS
SUPPORT OF PROGRAM EFFORT	How many hours of technical assistance to LEAs has Evaluation Services provided?	Instrument: Time Accounting Form Sample: All weekly forms Date: Ongoing Person: Evaluation Manager	The printout of Evaluation Services' Time Accounting reports this as task code six. Up to an equivalent of 10% of the evaluation monies for this program may be expended on technical assistance.
PLANNING NEXT YEAR'S PROGRAM	How many hours work on program objectives and the evaluation section for next year's program proposal has Evaluation Services provided?	Instrument: Time Accounting Form Sample: All weekly forms Date: Ongoing Person: Evaluation Manager	The printout of Evaluation Services' Time Accounting program reports this as task code one (Needs Assessment) and task code two (Proposal Development).

PROJECT TIMELINE

PROJECT STAFF

Objective	Date	Task
1.0	When completed	Provide evaluator with a copy of prioritized list of student outcomes.
	When completed	Provide evaluator with Learner Objectives for the in-service workshops.
	By January 2, 1980	Provide evaluator agendas and schedules for workshops. Ensure that sufficient 5th and 6th grade teachers are invited for follow-up evaluation.
2.0	When Completed	Provide evaluator with copies of coordinating plans and lesson plans participants will use for Nutrition Education.
	At conclusion of each workshop.	Have participants complete the Workshop Evaluation Forms and give them to evaluator for processing.
3.0	By April 30, 1980	Provide the evaluator copies of teacher commitments to implement the program. Ensure that at least six teachers from each of the grades 4, 5, and 6, have agreed to participate and to have student progress measured during school year 1980-81.

EVALUATION STAFF

1.0	Between October 1, 1979, and January 2, 1980.	Review prioritized lists of student outcomes for conformity with behavioral objectives for appropriate grade levels. Report to project manager.
	Between October 1, 1979, and January 2, 1980	Review Learner Objectives for ABCD criteria. Report to project manager.
	By January 2, 1980	Review agenda and schedule of workshops. Coordinate with project staff workshops to be attended by evaluator.
2.0	By April 30, 1980	Attend at least one workshop of each of the three types presented. Provide brief explanations of evaluation for the workshops whose participants are of grades 4, 5, and 6. Interview sample of participants.

Objective	Date	Task
2.0	By April 30, 1980	Review participant developed plans for teaching Nutrition Education at their schools, evaluate, and report to project manager.
	By April 30, 1980	Analyze samples of Workshop Evaluation Forms and report findings to project manager.
3.0	By April 30, 1980	Review commitment forms to assess scope of Nutrition Education Program. In coordination with project staff select teachers who will participate as teachers of control groups for the following year. Arrange implementing details with schools and teachers.
	By May 31, 1980	Prepare a summary report on the inservice Nutrition Training and submit to the project manager.

APPENDIX C

- Levels of Evaluation and Common Methods of Gathering Data

LEVELS OF EVALUATION AND COMMON METHODS

OF GATHERING DATA

Levels		Methods
Students	Evaluate accomplishment, knowledge, skills, or proficiencies. Some measurements are made on how much they felt they learned or enjoyed the class.	Pre-posttests Achievement tests Standard tests Questionnaires Observations Interviews
Teachers	Or anyone having a direct contact and influence on students. Evaluation goals should be the extent of implementation and the effectiveness of the instructional process.	Levels of Use interviews Teacher implementation Checklist Observations
LEA	This includes local inservice training and other phases at the campus or district level in support of the program.	Levels of Use interviews Campus planning reports Observations Letters of commitment
ESC-20	Workshop training, consultive assistance, information dissemination and any other training sessions conducted by Center consultants.	Workshop Evaluation Form Pre-posttests Consultive Assistance Rating Forms Interviews with participants
ESC-20	Materials development, kits or module designs, planning documents, and modification or revisions of these.	Materials Development Checklists Review of documents or materials Using Evaluation Data Form

APPENDIX D

- Using Evaluation Data Form

USING EVALUATION DATA

FINDINGS	ACTION

*Action means concrete policy, procedures, decisions, or assignments. "No action" may be justified but should be explained for the record.